

Course Specification

Course Summary Information		
1	Course Title	Foundation Certificate in Health Sciences Leading to BSc (Hons) Speech and Language Therapy with Foundation Year
2	Course Code	US0701F
3	Awarding Institution	Birmingham City University
4	Teaching Institution(s) (if different from point 3)	
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable)	

6	Course Description
	Why choose a foundation year course? By studying a foundation year in the Health Sciences pathway, your first year will be spent learning a wide range of broad subject areas which then open up opportunities for you to specialise further in your next year – which would be the first year of a full degree course. As a student you will undertake a foundation year situated at level 3 study. Your study will be broad in subject focus and has been designed as a prelude to degree study and not just one particular BSc degree. The course provides opportunities for you to develop your knowledge, skills, understanding and the expectations of learning in higher education. Your learning journey through your foundation year will provide a secure platform on which you can build throughout your academic career in higher education. As part of the foundation year, you will explore and develop a number of essential academic, interpersonal and professional skills that will help you succeed in your future degree level studies. Modules Academic Skills for Success Interprofessional Skills Negotiated Studies Human Anatomy Introduction to Human Physiology and Disease Foundations of Reflection and Reflective Practice Interview Sign Off (Professional Interview for PSRB HCPC Requirements) When studying the modules, classes will consist of a mixture of fellow students from across the Health Sciences pathway leading to a range of professional pathways. This will provide you with opportunities to learn and share knowledge from within a diverse learning community. Right from the start you will be asked to consider the all-inclusive nature of the roles played within the Health Sciences pathway. Please note: entry requirements for degree course

	Upon completion of your Foundation Year, if your chosen course is regulated by a professional body such as the Health & Care Professions Council, Nursing and Midwifery Council or the National College for Teaching and Leadership, you will be required to successfully complete the University's selection process for the specific course which will include an interview in order to proceed onto year one of the full degree course. Entry onto year one of the degree course will also be subject to satisfactory DBS and Occupational Health assessment if these are required for your chosen course.
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7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
7b	Exit Awards and Credits Awarded		
	Foundation Certificate in Health Sciences	Level 3	120

8	Variations from the University Academic Regulations
	Not applicable

9	Delivery Patterns		
	Mode(s) of Study	Location(s) of Study	Duration of Study
	Full Time	City South	1 year
			Code(s)
			US0701F

10	Entry Requirements	
	Home:	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk or may be found by searching for the course entry profile located on the UCAS website.
	EU:	
	International:	
	Access:	

11	Course Aims	
1	Pursuing excellence: To establish a clear understanding of the requirements and expectations of academic study in higher education.	
2	Practice-led, knowledge applied: To apply your knowledge and understanding to the processes and protocols of studies in higher education, and to begin to recognise their relevance in a range of subject disciplines and related professional context.	
3	Interdisciplinarity: To recognise the interrelated nature of subjects and topics across a range of disciplines and their potential impact on related professions.	
4	Employability-driven: To provide a foundation upon which knowledge and understanding can be built in preparation for related and relevant employment.	
5	Internationalisation: To promote a global understanding of higher education.	

12	Course Learning Outcomes
1	Demonstrate a commitment to continuing personal and professional development and career planning.
2	Demonstrate an ability to adapt behaviours in accordance with diverse cultural and individual factors
3	Conduct yourself in a manner that is consistent with the values of your future profession.
4	Become an autonomous learner, who is confident, adaptable and capable of independent enquiry.
5	Demonstrate a wide-range of transferable skills to appropriately prepare for higher levels of study and employment (e.g. communication and literacy, problem solving, numerical techniques, independent learning and working, teamwork, ICT, etc)

13	Course Learning, Teaching and Assessment Strategy
	Course Learning and Teaching The learning, teaching and assessment strategy reflects the commitment of the course team to deliver high quality teaching and learning experiences that will transform lives and empower students to become independent learners. Our teaching sessions are interactive where students are engaged and active participants who feel confident to ask questions, clarify understanding and to challenge key ideas presented. We know that students learn in a wide range of ways, so we incorporate different strategies that respond to their needs. The learning approaches that students may expect to engage in, include: - Workshops - Seminars - Lectures - Tutorials - Small group work - Independent study - Online learning via the virtual learning environment (Moodle) - Peer discussion and peer learning - Online lessons We are committed to supporting students to develop their technological skills to prepare them for future work, so we incorporate technology where possible to facilitate learning and teaching. We offer a blended learning approach which includes both face-to-face teaching, and some online learning to support students in engaging in modules in different ways, which we utilise to meet the needs of our students. Whilst studying with us, we expect students to become autonomous learners; we will set tasks for them to complete either in preparation for their next session, or as a directed learning task after a session. These tasks are designed to support students in extending their knowledge and understanding of key concepts and we expect full engagement with these. A key part of being an active and engaged learner is attendance in sessions, and therefore attendance is a requirement in all scheduled learning activities. In class, we encourage and expect full participation. We are strongly committed to promoting collaborative learning and in sessions we will work with students to support their developing skills. The team collectively appreciate the varied needs of students and work to ensure all needs are adequately met. Assessment Our assessment methods are designed based on the modules offered and in line with practice. We recognise that students respond well when there is a clear connection to their learning and assessment, and we provide support within each module to support students in understanding

	the assessment tasks and ways that they can be approached. We assess students' knowledge and understanding of the key concepts explored, and we will support them to further develop skills to strengthen graduate attributes. We know that students will need to draw upon a wide range of skills when working in their intended professions, so our assessment methods are designed to help them develop these. Throughout the course we will offer different assessments that draw on a wide range of written and verbal skills. These may include (but are not limited to): - Essays - Posters - Portfolios - Projects - Reflective journals - Patchwork assessments - Presentations - Exams Support is ongoing in all modules where students can receive formative feedback. In the formative submissions, students will receive feedback from their tutor either verbally (which is recorded) or written to identify strengths and areas of improvement prior to final submissions. Students will be supported by module leaders throughout the modules to ensure they understand the assessment. After each summative assignment submission, students will receive written, detailed, and individual 'feedback' to enable them to understand the grade they achieved on the work submitted and 'feedforward' which will provide key points to improve upon for their next submission. All information about the assignments, including the marking criteria is made available to students at the start of each module. Tutors refer to this throughout teaching sessions and will plan for formative teaching opportunities when, for example, students may be asked to peer review other students work or projects, complete self-assessment tasks against learning outcomes, demonstrate current learning and thinking about a particular concept through preparing a short presentation or piece of writing.																								
14	Course Requirements																								
14a	Level 3: In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits): <table><tr><th>Module Code</th><th>Module Name</th><th>Credit Value</th></tr><tr><td>HSC3000</td><td>Academic Skills for Success</td><td>20 credits</td></tr><tr><td>HSC3005</td><td>Interprofessional Skills</td><td>20 credits</td></tr><tr><td>HSC3001</td><td>Negotiated Studies</td><td>20 credits</td></tr><tr><td>HSC3002</td><td>Foundations of Reflection and Reflective Practice</td><td>20 credits</td></tr><tr><td>HSC3004</td><td>Introduction to Human Anatomy</td><td>20 credits</td></tr><tr><td>HSC3006</td><td>Introduction to Human Physiology and Disease</td><td>20 credits</td></tr><tr><td>HSC3003</td><td>Interview Sign Off (Professional Interview for PSRB HCPC Requirements)</td><td>0 credits</td></tr></table>	Module Code	Module Name	Credit Value	HSC3000	Academic Skills for Success	20 credits	HSC3005	Interprofessional Skills	20 credits	HSC3001	Negotiated Studies	20 credits	HSC3002	Foundations of Reflection and Reflective Practice	20 credits	HSC3004	Introduction to Human Anatomy	20 credits	HSC3006	Introduction to Human Physiology and Disease	20 credits	HSC3003	Interview Sign Off (Professional Interview for PSRB HCPC Requirements)	0 credits
Module Code	Module Name	Credit Value																							
HSC3000	Academic Skills for Success	20 credits																							
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HSC3006	Introduction to Human Physiology and Disease	20 credits																							
HSC3003	Interview Sign Off (Professional Interview for PSRB HCPC Requirements)	0 credits																							

14b	Structure Diagram
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Level 3

SEMESTER ONE	SEMESTER TWO
HSC300: Academic Skills for Success (20 credits) HSC3005: Interprofessional Skills (20 credits) HSC3004: Introduction to Human Anatomy (20 credits)	HSC3001: Negotiated Studies (20 credits) HSC3002: Foundations of Reflection and Reflective Practice (20 credits) HSC3006: Introduction to Human Physiology and Disease (20 credits)
HSC3003 Interview Sign Off (Professional Interview for PSRB HCPC Requirements) (0 credits)	

15 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 3

Workload

18% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	214 hours
Directed Learning	176 hours
Private Study	810 hours
Total Hours	1200 hours

Balance of Assessment

Assessment Mode	Percentage
Coursework	50%
Exam	33%
In-Person	17%

Course Specification

Course Summary Information		
1	Course Title	BSc (Hons) Speech and Language Therapy
2	Course Code	US0701 / US0700
3	Awarding Institution	Birmingham City University
4	Teaching Institution(s) (if different from point 3)	
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable)	Royal College of Speech and Language Therapists Health and Care Professions Council

6	Course Description (Marketing text for website)
	If you want a client-centred, evidence-based education in the field of speech and language therapy, our three-year BSc course is the right choice for you. Our course, which is approved by the Health and Care Professions Council (HCPC) uses a variety of innovative activities and placements. After successful completion of this course, you will be ready to apply to the HCPC for registration as a speech and language therapist. What's covered in the course? Speech and language therapists support people of all ages who have communication and/or swallowing difficulties. This course is designed to prepare you to achieve excellence and professional autonomy in clinical practice. You will learn through a variety of formats, including workshops, interactive lectures, and simulation sessions, at our recently extended £71 million campus, with state-of-the-art facilities.

	You will also benefit from the Virtual Case Creator (VCC), which enables us to simulate clinical scenarios in a virtual environment. Throughout the course, you will develop your understanding of research and evidence-based practice, so that you will be able to contribute to the future development of the speech and language therapy profession. You will undertake two major clinical placements, during which you will be immersed in all aspects of clinical practice. Towards the end of your clinical placement in your third year, you are likely to be managing your own caseload of clients. Whilst on the course you will complete the RCSLT pre-registration EDS competencies as this is now an essential part of your training. You will also have the option to participate in a number of extracurricular activities, including an opportunity for international exchange. Our graduates can go on to work as speech and language therapists in a wide range of settings including the NHS, schools, charities and private practices.
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7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
	Bachelor of Science with Honours Speech and Language Therapy	Level 6	360
7b	Exit Awards and Credits Awarded		
	Certificate of Higher Education Health Studies in Communication	Level 4	120
	Diploma of Higher Education Health Studies in Communication	Level 5	240
	Bachelor of Science Health Studies in Communication	Level 6	300

8	Variations from the University Academic Regulations
	This course has approved variations to the University's Academic Regulations. These can be accessed via the student contract page: https://www.bcu.ac.uk/student-info/student-contract.

9	Delivery Patterns		
	Mode(s) of Study	Location(s) of Study	Duration of Study
	Full Time	City South	3 years
	Part Time	City South	6 years

10	Entry Requirements		
	Home:	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk/ or may be found by searching for the course entry profile located on the UCAS website.	
	EU:		
	International:		
	Access:		
11	Course Aims		
	To provide opportunities to develop a reflective, critical and evaluative approach to your own and others' evidence-based clinical practice in order to meet the future demands of the health, social, education and criminal justice systems.		

	To enable you to apply and develop expert knowledge, skills and professionalism in the management of clients with communication and swallowing needs within simulated, virtual and real-life SLT settings. To develop your communication skills to an advanced level so you will be able to work in partnership with individuals and organisations to meet the holistic needs of a diverse range of clients. To provide you with the relevant professional competence to practise as an SLT as recognised by the regulatory and professional bodies (HCPC and RCSLT) throughout your career. To foster your sense of enquiry through exploring UK and international research and learning opportunities to develop yourself as a confident evidence-based practitioner.
12	Course Learning Outcomes
	Knowledge and understanding: 1. Demonstrate a profession-specific knowledge and skills base for managing clients with communication and swallowing needs. 2. Be competent in evidence-based practice and demonstrate a global research perspective. Skills and other attributes: 3. Be a reflective, critical, evaluative and evidence-based practitioner. 4. Be able to meet the demands of the changing role of the Speech and Language Therapist. 5. Conduct yourself in a manner that is consistent with the values of the profession. 6. Demonstrate transferable skills that underpin your practice in a variety of settings. 7. Demonstrate advanced communication skills and cultural competence. 8. Demonstrate a holistic partnership approach to your practice. 9. Be able to work effectively in a multidisciplinary team and adopt a partnership approach. 10. Be able to meet the HCPC Standards of Proficiency and apply for registration with the HCPC as a Speech and Language Therapist. 11. Be able to apply effective time management and organisational skills 12. Demonstrate a commitment to continuing professional development and career planning.

13	Level Learning Outcomes
	<i>Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:</i>
	1. Demonstrate knowledge of phonological theory and skills that enable both linguistic analysis and phonetic transcription
	2. Demonstrate knowledge of speech, language, communication and swallowing conditions and basic skills required for working in a professional health context
	3. Demonstrate an understanding of the anatomical structures and physiological structures integral to speech, language, communication, and swallowing.
	4. Applies knowledge and skills of using observation as a method of inquiry to demonstrate principles and perspectives of linguistic development and psychology that underpin the development of language and communication.
	<i>Upon completion of Level 5 / the Diploma of Higher Education, students will be able to:</i>
	1. Apply the principles required to appraise clients with speech, language communication and swallowing needs.
	2. Apply the transferrable skills required to interact successfully as a health professional, including the application of theory to practice.

	3. Analyse data gathered from a range of sources e.g. clinical data.
	4. Uses data gathered from a range of sources to begin to support management planning of clients with speech, language, communication and swallowing needs.
	<i>Upon completion of 60 credits at Level 6 / the Bachelors Degree, students will be able to:</i>
	1. Communicate an understanding of speech, language, communication and swallowing needs through a process of critically evaluating the evidence base.
	2. Apply their knowledge of speech, language and communication and swallowing needs and the role of speech and language therapists, recognising that HCPC accreditation is required to practice as a speech and language therapist.
	3. Integrate information from a range of sources including primary data that can be used to problem solve or form the basis for a project plan

14	Course Learning, Teaching and Assessment Strategy
	We use a range of teaching methods such as workshops, lectures, seminars, academic tutorials, student-led group learning, and discussion, debates, quizzes, and a range of simulation methodologies and placement activities. Lectures are interactive, and in many cases, knowledge transfer is provided on-line prior to the face-to-face sessions. This means that the application of theory to practice occurs not only in practical sessions such as placement and workshops, but also in lectures and on-line. Discussion and debate are also employed within lectures so that collaborative learning can be encouraged, and a social learning space created. A substantial amount of your learning takes place during two blocks of clinical placements which offers you fully immersive learning in a range of clinical settings. Core transferable skills such as reflection, problem-solving, presentation skills and negotiation are developed through appropriately designed activities. For example, written reflections on placement, group presentations in class, group assessment of an Expert by Experience (EBE) in simulation and negotiation of intervention planning also with EBEs in simulation. We use a range of simulation methodologies from discrete skill practice to full context, high fidelity (highly realistic) simulation. Interprofessional learning experiences will be offered through simulation experiences with students from other health and education courses. Many Interprofessional learning experiences will take place on clinical placement across all year groups and there will also be visits to external specialist services. We also have an on-site clinic in which staff and students work clinically and this can enable us to target student-specific clinical learning needs. We provide a range of assessment methods such as client-based essays and reports; video analysis tasks; placement performance assessment; essays; invigilated examinations; objective structured clinical examinations and virtual environment assessment. Consequently, there are assessments to suit a wide variety of preferred learning and assessment styles and different ways to demonstrate the consolidation and application of your learning. Opportunities for formative learning will be provided during each module and varies from module to module but can include assignment plan feedback, part-assignment feedback and peer feedback. You will receive both formative (qualitative) and summative (quantitative) feedback after assessment. In line with the University's principle of pursuing excellence, we provide feedback on how all students can improve their work, including those already achieving a high standard, thus encouraging high outcomes and aspirations.

15	Course Requirements
15a	Level 4: <i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):</i>

Module Code	Module Name	Credit Value
SPR4039	Foundations of Professional Practice	40
SPR4037	Foundations in Phonetics and Linguistics	20
SPR4035	Applied Anatomy and Physiology	20
SPR4038	Psychology and the Development of Language	20
SPR4036	Communication and Swallowing Impairments and their Impact	20

Level 5:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
SPR5036	Appraising Communication and Swallowing Needs	20
SPR5039	The Intermediate Professional	20
SPR5037	Appraisal in Professional Clinical Practice	20
SPR5038	Research and Evidence Based Practice	20
SPR5034	Analysis of Communication and Swallowing	20
SPR5035	Principles of Client-Centred Management of Communication and Swallowing Needs	20

Level 6:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
SPR6041	Management of Communication and Swallowing Needs	40
SPR6040	Application of Research and Evidence-Based Practice	40
SPR6043	The Entry-Level Professional	20
SPR6042	Management in Professional Clinical Practice	20

15b Structure Diagram

Full Time

Level 4

SEMESTER ONE	SEMESTER TWO
Core SPR4037: Foundations in Phonetics and Linguistics (20 credits) SPR4035: Applied Anatomy and Physiology (20 credits)	Core SPR4038: Psychology and the Development of Language (20 credits) SPR4036: Communication and Swallowing Impairments and their Impact (20 credits)

Core SPR4039: Foundations of Professional Practice (40 credits)	

Level 5

Core SPR5036: Appraising Communication and Swallowing Needs (20 credits) SPR5039: The Intermediate Professional (20 credits) SPR5037: Appraisal in Professional Clinical Practice (20 credits)	Core SPR5038: Research and Evidence Based Practice (20 credits) SPR5034: Analysis of Communication and Swallowing (20 credits) SPR5035: Principles of Client-Centred Management of Communication and Swallowing Needs (20 credits)
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Level 6

Core SPR6041: Management of Communication and Swallowing Needs (40 credits) SPR6040: Application of Research and Evidence-Based Practice (40 credits)	Core SPR6043: The Entry-Level Professional (20 credits) SPR6040: Application of Research and Evidence-Based Practice (40 credits) SPR6042: Management in Professional Clinical Practice (20 credits)
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Part Time

SEMESTER ONE	SEMESTER TWO
Level 4 Year 1	
Core SPR4039: Foundations of Professional Practice (40 credits) SPR4035: Applied Anatomy and Physiology (20 credits)	Core SPR4039: Foundations of Professional Practice (40 credits)
Level 4 Year 2	
Core SPR4037: Foundations in Phonetics and Linguistics (20 credits)	Core SPR4038: Psychology and the Development of Language (20 credits) SPR4036: Communication and Swallowing Impairments and their Impact (20 credits)

Level 5

Level 5 Year 3	
Core	Core

SPR5036: Appraising Communication and Swallowing Needs (20 credits) SPR5039: The Intermediate Professional (20 credits)	SPR5037: Appraisal in Professional Clinical Practice (20 credits)
Level 5 Year 4	
Core SPR5038: Research and Evidence Based Practice (20 credits)	Core SPR5034: Analysis of Communication and Swallowing (20 credits) SPR5035: Principles of Client-Centred Management of Communication and Swallowing Needs (20 credits)

Level 6

Level 6 Year 5	
Core SPR6041: Management of Communication and Swallowing Needs (40 credits)	Core SPR6040: Application of Research and Evidence-Based Practice (40 credits)*
Level 6 Year 6	
Core SPR6042: Management in Professional Clinical Practice (20 credits) SPR6043: The Entry-Level Professional (20 credits)*	Core SPR6042: Management in Professional Clinical Practice (20 credits)

Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 4

Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	319

Directed Learning	218
Private Study	663
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	43%
Exam	47%
In-Person	10%

Level 5

Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	296
Directed Learning	342
Private Study	562
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	50%
Exam	17%
In-Person	33%

Level 6

Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	185
Directed Learning	203
Private Study	813
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	62%
Exam	0

In-Person	38%
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